DOCUMENT RESUME

ED 349 204 SO 022 285

TITLE Sample Tasks and Scoring Tools. Grade 5: Social Studies, Reading, Language Usage. 1992 Maryland School Performance Assessment Program.

INSTITUTION Maryland State Dept. of Education, Baltimore. Div. of Instruction.

PUB DATE 92

NOTE 16p.; For related documents, see SO 022 284-286.

PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Elementary School Curriculum; Evaluation Criteria; Evaluation Methods; *Grade 5; Intermediate Grades; Language Arts; Learning Activities; *Reading Comprehension; *Social Studies; *State Programs; Student Educational Objectives; *Student Evaluation; *Writing Evaluation

IDENTIFIERS *Maryland School Performance Assessment Program

ABSTRACT

The Maryland School Performance Program released six sample tasks to illustrate the types of assessment tasks that would appear on the 1992 Maryland School Performance Assessment Program (MSPAP). Students' responses to these tasks are open-ended; that is, students generate their own responses. A wide range of responses to each task is acceptable. This document contains sample tasks in the areas of social studies, reading, and language usage at the fifth grade level. This particular sample involves a series of activities that require student responses to a fact sheet about snowy regions in the United States and a story about "Making Snowmen." Sample scoring tools for the activities contained in this assessment are included. Additional information concerning the scoring of student responses in the MSPAP also is provided. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED349204

1992
Maryland School Performance
Assessment Program

SAMPLE TASK AND SCORING TOOLS

GRADE 5

SOCIAL STUDIES
READING
LANGUAGE USAGE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
MARGARET M. ALTOFF
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Produced by the
Division of Instruction
for the
Maryland School Performance Program

February 18, 1992

SO 021 285

NOTICE

Duplication and use of this and all sample tasks and scoring tools is encouraged. However, copyrighted text material, identified by citations in these documents, is protected under copyright law (Title 17 U.S. Code). Use and dissemination of copyrighted text material is limited to training of Maryland educators. Copyrighted text material may be used on a limited basis to familiarize students with the Maryland School Performance Assessment Program.

BEST COPY AVAILABLE

State of Maryland
William Donald Schaefer, *Governor*

Maryland State Department of Education

Maryland School Performance Program

Division of Instruction
Program Assessment, Evaluation, and Instructional Support Branch

STATE BOARD OF EDUCATION

Robert C. Embry, Jr., *President*	Baltimore	1995
John C. Sprague, *Vice President*	Rockville	1993
Herbert Fincher	Salisbury	1993
Donald P. Hutchinson	Baltimore	1992
Marvin E. Jones	Glen Burnie	1995
Elmer B. Kaelin	Hagerstown	1995
Rose LaPlaca	Mitchellville	1994
Joan C. Maynard	Linthicum Heights	1992
Harry D. Shapiro	Pikesville	1993
Benjamin Swinson	Silver Spring	1992
Edmonia T. Yates	Baltimore	1994
Jonathan Sims, *Student Member*	Potomac	1992
1 Vacancy		

Nancy S. Grasmick, *Secretary-Treasurer of the Board, State Superintendent of Schools*

Bonnie S. Copeland, *Deputy State Superintendent of Schools*

Martha J. Fields, *Assistant Deputy State Superintendent of Schools*

Robert E. Gabrys, *Assistant State Superintendent, Maryland School Performance Program*

Nicholas G. Hobar, *Assistant State Superintendent, Division of Instruction*

Steve Ferrara, *Branch Chief, Program Assessment, Evaluation, and Instructional Support Branch*

Jessie Pollack, *Section Chief, Test Development and Administration Section*
Program Assessment, Evaluation, and Instructional Support Branch

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or handicapping conditions in matters affecting employment or in providing access to programs. For inquiries related to Departmental policy, contact the Equal Opportunity Office.

Development of sample tasks and scoring tools by Peggy Altoff, Ruth Andrione, Mary Ann Brearton, Gertrude Collier, June Danaher, Gail Goldberg, Cindy Hannon, Gary Heath, Barb Kapinus, Hannah Kruglanski, and Elaine Wizda.

Design, typesetting, and graphic production by Susan Carole Ciotta.

INTRODUCTION

The Maryland School Performance Program is releasing six sample tasks to illustrate the types of assessment tasks that will appear in the 1992 Maryland School Performance Assessment Program (MSPAP). These sample tasks are accompanied by sample scoring tools.

The six sample tasks and tools can be used together as a complete package or individually. Sample tasks illustrate assessment activities in each MSPAP content area and most types of integration of content areas that will appear in the 1992 MSPAP. They provide selected illustrations rather than represent all of the types of assessment activities and scoring tools that will appear in the 1992 assessment. Sample tasks include:

- Grade 3 — Science/Reading/Writing/Language Usage
- Grade 3 — Social Studies/Language Usage
- Grade 5 — Reading/Writing/Language Usage
- Grade 5 — Social Studies/Reading/Language Usage
- Grade 8 — Mathematics/Science
- Grade 8 — Social Studies/Reading/Writing/Language Usage

The 1991 MSPAP sample tasks portray assessment activities and scoring tools that continue to be relevant to the 1992 assessment. These resources and the 1992 sample tasks and tools are intended to inform teachers, parents, and students about 1992 MSPAP assessment activities and scoring tools.

Maryland School Performance Assessment Program — 1992

Grade 5 Social Studies/Reading/Language Usage

SNOWY REGIONS

Pre-Assessment

Directions to Teacher: Discuss the following questions with students.

1. **When you hear a weather forecast on the radio or television that calls for "six inches of snow," what is the first thing that comes to your mind?**

   (Answers will depend on location, and may include: The weatherman is wrong; school will be closed and we will have a day off; I can go sledding; it won't make any difference.)

2. **What different reactions might your parents have to this forecast?**

   (Answers will depend on location, and may include: Parents are concerned about needing extra time to get to work; baby-sitters may be needed if schools are closed; shoveling snow.)

Introduction

In this task, you will be reading a fact sheet about snowy regions in the United States and a story about "Making Snowmen." As you read, think about how to define a snowy region. When you have completed the readings and activities, you will be asked to use your knowledge to decide whether or not a place could be part of a snowy region.

As you read the fact sheet on "snowy regions," found on the next page, think about the benefits of snowfall and the problems it can cause for people.

Activity 1

Step A

List three main ideas from the fact sheet on snowy regions.
[Reading to be Informed: Global Understanding]

(Sample Answers: Snow is made of ice crystals formed from water vapor. The heaviest snow does not occur in polar regions but in mountains in the middle latitudes. The leeward sides of lakes also get heavy snowfall. Snow is helpful because it protects plants and provides water.)

SNOWY REGIONS – FACT SHEET

Snow is precipitation made of masses of tiny ice crystals. These crystals develop from water vapor in cold clouds. Water vapor freezes onto an ice crystal, causing it to grow and form a snowflake. Snowflakes range in size from just one or two crystals to large puffy flakes that can be over an inch in diameter.

Snow contains differing amounts of moisture. A heavy, wet snow may contain up to 1 inch of meltwater for every 10 inches of snow (a 1-10 ratio). A light, fluffy snow, on the other hand, may contain 1 inch per 12 inches of snow (a 1-12 ratio).

The heaviest snowfalls in the world *do not* occur in the polar regions. The annual snowfall is low there because the very cold winter air temperatures reduce the capacity of the air to hold moisture. Northern Canada and Siberia average less than 60 inches of snow a year.

The heaviest annual snowfalls occur in the mountains of the middle latitudes, in such places as the Alps of Europe and the Cascades, Sierra Nevadas, and Rockies in the United States. Record snowfalls include 1,122 inches on Mt. Rainier in Washington State in 1972, and a 24-hour snowfall of 72 inches in the Colorado Rockies in 1921.

Heavy mountain snowfalls are almost always *orographic* in origin. That means they are caused by air being cooled when forced up and over a mountain range. The Appalachians of North Carolina and the Green and White Mountains of New England receive heavier snowfalls than surrounding areas for this reason.

Other regions known for heavy snowfalls are the *leeward* (the side or direction sheltered from the wind) *sides of lakes*. A good example of this would be the snows that fall on the east sides of the Great Lakes in Canada and the United States (upper peninsula of Michigan, northeastern Ohio, northwestern Pennsylvania, and parts of New York State that border Lake Erie and Lake Ontario). These "lake effect" snows may be more prevalent just before the lakes freeze in mid-winter.

So, what are the chances of having snow for the holidays? For places like Miami or Los Angeles, the chances are none. The chances increase as one moves northward. Chances are pretty good in mountainous regions. The best bet for a snowy Christmas would be the Rockies, Sierra Nevadas or Cascades, around the Great Lakes, the highest Appalachians, and the Adirondack Mountains of New York.

Lastly, it is important to realize that snowfall is important for other reasons besides setting a winter holiday backdrop. Snowfall is a good insulator for vegetation. It protects plants from cold and drying winds.

In the semi-arid lands in the western United States, residents depend for their water supply on the snow deposited during winter in the high mountain regions. The spring run-off is important to many dry areas of California, Nevada, Arizona, Colorado, and New Mexico. This spring thaw is held in huge reservoirs behind dams and is used for city water and irrigation throughout the year.

Step B

The fact sheet describes several of the benefits of snowfall in different parts of the United States. However, it does not provide any details related to problems caused by snow. If you were going to add a paragraph to the reading that describes problems related to too much or too little snowfall, what information would you include? [Geography] [Skills and Processes]

(Sample Answer: If there is too much snow, there are problems with snow removal, traffic accidents, being stranded, and flooding when it melts. If there is too little snow, winter resorts would have to close, vegetation would suffer from lack of protection, and people who depend on the runoff from melting snows would suffer from drought.)

Step C

Do you live in a snowy region? Use the information in this article and your knowledge of the geography of your location to explain the reasons for your answer to this question.
[Geography] [Reading to be Informed: Developing Interpretation, Personal Response]

(Sample Answer: With the exception of students who live in western Maryland, the answer should be "no." The heavy mountain snowfalls could be explained by orographic effects.)

Step D

What other sources of information could have been added to the fact sheet to help you understand snowy regions better? [Metacognition]

(Sample Answer: Statistics, pictures, maps, graphs, etc.)

Activity 2

In this activity, you will create a map to show snowy regions of the United States. Be sure your map includes as much information as possible from the fact sheet.

Step A

Use the outline map of the United States on the next page and your knowledge of the locations described in the fact sheet to create your own map of snowy regions. Make sure it includes at least four of the elements common to all maps. [Geography] [Skills and Processes]

(Sample Answer: The map already shows the Appalachian Mountains, the Rockies, and the Sierra Nevada's. At the very least, a student's map would include a legend with a symbol for snowy regions and designation of their locations on the map, a north arrow or compass rose, a title, and a border. An exemplary map would include all of these elements, symbols for "lake effect," and the complete and correct labeling of all places.)

Step B

How difficult was it for you to use the information from the fact sheet to complete the map? [Difficulty Measure]

1	2	3	4	5
very difficult	somewhat difficult	difficult	somewhat easy	very easy

Activity 3

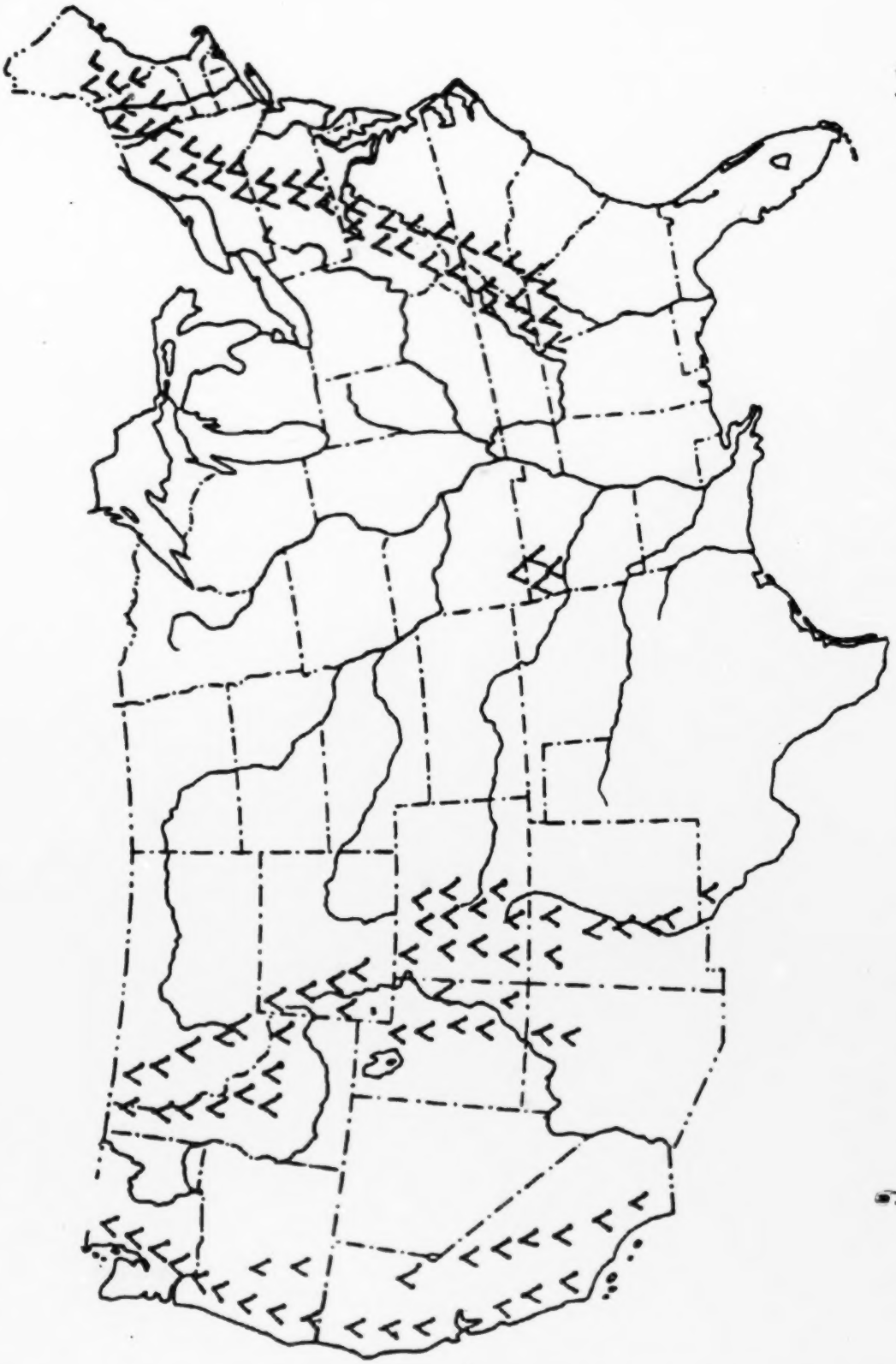
Now that you have made a map of snowy regions in the United States, you will read a story about snow in a different location. As you read "Making Snowmen" on the page following the map, think about how snowfall helps people living in this place and the problems snowfall might cause for them.

Step A

Write a short summary telling what this story, "Making Snowmen," is about. [Reading for Literary Experience: Global Understanding]

8

(Answers will vary.)



Making Snowmen

The wind died down and the snow stopped flying. The red rays of the sun began to peep out from behind the clouds in the eastern sky.

Just then, the sound of a whistle came from the road that ran through the village.

Yu-ling hurriedly changed into a pair of old padded shoes and tied a string round her trouser legs at the ankles. Yu-ling was only 11. But when she dressed like this she looked like a grown-up commune member.

Yu-ling was getting ready to help her father and mother carry snow to the fields.

Little Tsai, Yu-ling's younger brother, was only in the first grade in school. Since he wasn't going to work himself, he tugged at his sister's hand and begged her to stay behind and help him make a snowman.

Yu-ling got a bit worried. Now that a chance had come to help the commune members carry snow, she didn't want anything to spoil it.

"Listen, little brother," she coaxed. "You wait at home and when I get back from work I'll make a big snowman with you. Won't that be wonderful?"

"No, no! The snow will melt before you come back," Little Tsai protested, shaking his head.

"This job of carrying snow is really important," Yu-ling explained. "Didn't you hear what Papa said about it? There wasn't much rain in our village last autumn. Now we're carrying snow from the hillside to the wheat fields to cover them with a white blanket. When it melts it will be just like giving the winter wheat a slow watering. Next spring the wheat will grow strong and we'll have plenty of delicious buns to eat. Think how nice that'll be!"

"No, no," Little Tsai sobbed.

Soon the children's parents appeared, with baskets and shoulder-poles, preparing to set out for the northern slope.

Some children stuck their heads in the door of Yu-ling's house.

"Yu-ling, will you stay and take us out to play?" they asked her.

"We're going to make snowmen, aren't we?"

"Yes, yes," Little Tsai hastened to reply for his sister.

Yu-ling hardly knew what to say. Her big dark eyes were on the glistening white snow in the courtyard. She was a girl who liked to think things through and often she had many good ideas. Now, as she looked at the snow, one flashed into her mind.

"Fine, let's make a snowman," she cried out to her playmates at the door. "Each of you find at least two friends to join in. The more the better."

The village road soon rang with the children's shrill voices as they called together their friends. There were at least 25 of them.

Yu-ling said, "Let's break up into threes. Each group of three can make one snowman. Do you agree?"

"We'll set two snowmen in front of every house, like sentries," Chen-tzu suggested.

"I agree to make a lot of snowmen, too," Yu-ling said. "But the snow on the road is so trampled and dirty they won't look good. Besides, the road is narrow. There won't be room for all of us!"

"Where, then?" the children asked.

"The vegetable garden's a better place. The snow is clean and white, and it's big enough..." said Yu-ling.

The youngsters marched off to the vegetable garden. At their head was Little Tsai, singing as he walked, quite the little hero.

The garden was flat and covered with thick snow. Not a footprint or a speck of dirt on it. White as newly milled flour. Light as newly fluffed cotton.

It made Yu-ling happy to see this. And in her mind she pictured how it would look in the spring, greener than any other place, vegetables growing up crop after crop. Then she thought of how it would be in the summer, too, with countless bright red tomatoes, and of how vivid they would look at picking time, heaped up under the sun. And she thought of the autumn, when the big cabbages, half as tall as a man, would be loaded on the trucks and carts to go to town. But now it was still winter . . . .

The children had scattered and started building their snowmen.

"Wait a minute!" Yu-ling called. "We'd better not use the snow in the garden. Let's get the snow from the path and the ditches alongside and carry it over. There's plenty there!"

Shouting their approval the children flew to the path and ditches like a flock of birds.

The snowmen went up one by one. Little Chubby's was the biggest of all. Little Tsai helped him make two large eyes for it out of donkey droppings, and stuck rice straw in its chin for a great beard which blew in the breeze. No one who saw it could help laughing.

Chen-tzu made a woman commune member of snow. He did a splendid job, giving her a round face and bobbed hair, and pressing a corn stalk into her hand. Little Tsai mounded a plump baby and put it on her back.

The clouds dispersed and floated away, clearing the sky for the sun to shed its dazzling rays on the snow. This made the garden twice as beautiful as before. The children joined hands and danced round the many snowmen they had made. How happy they were!

Suddenly Little Tsai glimpsed Grandpa Wang approaching from the village. Grandpa Wang minded the vegetable garden and the sight of him gave Little Tsai a scare because the old man was ever so strict.

"Run! Grandpa Wang's coming!" Little Tsai shouted over his shoulder.

But before the children could scatter, Grandpa Wang was already there, saying "Don't run off! I have something to tell you."

Grandpa Wang went into the garden and had a look at the snowmen. He gave a happy laugh. "Thank you, children," he said. "This time you deserve a pat on the back."

The children looked at each other puzzled.

"You've piled all that snow onto our vegetable garden. It'll keep down insects and protect the soil. You've done a good job," said Grandpa Wang.

Hearing his words, the children understood everything. Their joyful laughter was so loud the snow tumbled down from the trees.

Step B

How does the snowfall in Yu-ling's village help or cause problems for the people living there? Use information from the story to support your answer.
[Geography] [Reading to be Informed: Developing Interpretation]

(Answer could be either, or both. If problems, it would be with clearing the snow, since the villagers' technology consists of baskets and shoulder poles. If benefits, it would offer a chance for children to play and provide needed water for crops.)

Activity 4

Now that you have read about features of snowy regions and the story about "Making Snowmen," do you think there are communities in this country like Yu-ling's village? Use information from <u>both</u> readings to help you decide, then write a paragraph explaining the reasons for your answer.
[Geography] [Reading to Be Informed: Developing Interpretation]

(Answers may vary. The story mentioned wind, a northern slope—indicating a mountainous region, and snow "light as fluffed cotton." These are characteristics of some snowy regions. Depending on the size of the community and the severity of the snow, communities here may have to use simple technolongies to remove it. The fact sheet explains that it protects plants and is needed for irrigation. This is like the story. If students concentrated on cultural details of the story, they may decide that communities like Yu-ling's could not be found in the U.S. The fact sheet mentions nothing about villages, or communes.)

Activity 5

If Yu-ling lived where you do, would her feelings about snow be the same as they are in the story? Explain your answer. [Valuing Self and Others] [Reading to Be Informed: Personal Response]

(Answers will vary)

Activity 6

Pretend you are one of the children in Yu-ling's village. Write a note to a friend in another village describing Yu-ling. Give examples from the story to support your description. Because your note will be read by a friend, be sure it is clear and complete. Also, check for correct spelling, punctuation, grammar, and capitalization.
[Reading for Literary Experience: Developing Interpretation] [Language Usage]

Fact sheet and map reproduced from **Global Geography: Activities for Teaching the Five Themes of Geography.** © 1990 Massachusetts Geographic Alliance.

"Making Snowmen." **Social Studies and the Young Learner.** National Council for the Social Studies: March/April, 1990, p. 4.

The 1992 Maryland School Performance Assessment Program: Scoring Student Responses

As in 1991, the 1992 Maryland School Performance Assessment Program (MSPAP) is made up of performance tasks. Students' responses to these tasks are "open-ended"; that is, students generate their own responses. A wide range of responses to each task is acceptable. Some responses receive full credit, some partial credit, and some no credit, depending upon the quality of the response. Responses to MSPAP tasks are scored by trained readers, unlike multiple choice items which can be scored by machine. One of three kinds of scoring tools is used to assign scores to student responses in the MSPAP:

Scoring Rubric: A score scale (the number of points that can be given) and set of descriptions of response characteristics and quality for each score point. MSPAP rubrics describe what students know and can do in terms of particular outcomes for each of the MSPAP content areas. A rubric may be used to score responses or may serve as a "blueprint" for briefer scoring tools that fit particular activities. The Maryland Writing Test and other essay tests are scored using rubrics.

Scoring Rule: A smaller score scale and brief set of descriptions for each score point which might be considered a condensed rubric.

Scoring Key: An activity-specific score scale and set of descriptions.

Scoring rubrics and rules may be used to score responses to different activities in a MSPAP content area. Scoring keys apply to single assessment activities. Regardless of which scoring tool is used, the number of levels of performance likely for that activity determines the number of possible score points in the tool. MSPAP scoring tools may have as many as seven score points (0, 1, 2, 3, 4, 5, 6) or as few as two (0, 1).

Scoring rubrics are used for: a) writing; b)extended reading responses; c) responses intended to measure the mathematics strands of problem-solving, communication, reasoning, and connections; and d) and some science and social studies responses.

Typically, a scoring rule is used to score brief responses for language usage, a single reading stance or mathematics content area, and some science or social studies activities.

Scoring keys are used most often for scoring responses when a specific product or range of information is sought. Unlike some "answer keys," however, MSPAP scoring keys reflect the language of the State Board-adopted outcomes for the content area being assessed.

Other resources that are used to help make score decisions include sample responses for which "true scores" have been reached by consensus by Maryland educators. These are called "rangefinding" or "anchor" responses. They are models of responses at each score point of a scoring tool.

Integration of content areas in MSPAP tasks requires that some responses be scored multiple times for different content areas and outcomes. For example, essays in the MSPAP are scored once for a writing purpose and once for language usage. Similarly, other responses may be scored once to contribute to a mathematics outcome score and a second time to contribute to a science outcome score. This process is referred to as "successive" scoring. Sometimes a single key or rule may be applied which permits the measurement of outcomes from more than one content area. This process is referred to as "simultaneous" scoring. The sample integrated tasks provide examples of both successive and simultaneous scoring for different content areas. In successive scoring the score in one area does not impact the score in the other. Also, successive scores are not given by the same individual, except in the case of writing and language usage scores for responses to writing prompts.

SAMPLE SCORING TOOLS

Grade 5 Social Studies/Reading/Language Usage

Activity 1: Step A
Reading to be Informed: Global Understanding

2 = The response demonstrates a general understanding of the text, as evidence of constructing meaning. It does this by giving three or more main ideas.

1 = The response demonstrates some understanding of the text, as evidence of constructing meaning. It does this by giving three ideas from the text, not all of which could be considered "main ideas."

0 = Other

Activity 1: Step C
Social Studies — Geography

2 = The response gives considerable evidence of the ability to define a region. The response does this by providing reasons for student's answer based on appropriate information from the article and personal knowledge of the geography of the student's location. The connections between the text and personal knowledge are explicit.

1 = The response gives adequate evidence of the ability to define a region. The response does this by providing a reason for student's answer based on appropriate information from the article and personal knowledge of the geography of the student's location. The connections between the text and personal knowledge are implicit.

0 = Other

Activity 1: Step C
Reading to be Informed: Developing Interpretation/Personal Response

2 = The response extends the literal information from the text.

1 = The response contains only literal information from the text.

0 = Other

Activity 2: Step A
Social Studies — Geography, Skills and Processes

2 = The response gives considerable evidence of the ability, using print and non-print sources, to locate places and natural features by constructing a map using elements common to all maps. The response contains more than four map elements and conveys completeness and correctness.

1 = The response gives adequate evidence of the ability, using print and non-print sources, to locate places and natural features by constructing a map using elements common to all maps. The response contains three to four map elements and labeling is correct.

0 = Other

Activity 6
Language Usage

2 = Consistently uses word and sentence order and language choices to express meaning with style and tone. Text conveys uniform impression of correctness* and any errors that are present represent risk-taking.

1 = Sometimes uses word and sentence order and language choices to express meaning with style and tone. Text generally conveys impression of correctness* and errors may or may not represent risk-taking.

0 = Rarely or never uses word and sentence order and language choices to express meaning with style and tone. Text appears error-ridden.

* correct usage, punctuation, spelling and capitalization.